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ABSTRACT

Fifty states and Washington, D.C., were invited to submit documents for an analysis relating to comprehensive career guidance programs (CCGP). These documents were prepared by state departments of education and directors of FY 1974 and 1975 projects funded through the Vocational Education Research Program under Section 131 of Part C of the Vocational Education Act of 1963. Criteria for the components of a CCGP were established with the aid of a consultant panel. Findings from the analysis included the following: (1) none of the documents contained all the CCGP components, but all the components were represented in the documents collectively; (2) the components of "Evaluation" and "Goals and Objectives" appeared most often in all documents; (3) the components of "Research Provisions" and "Information or Communications Networks" appeared least often in state documents; (4) the components of "Program Planning and Program Management" and "Information and Communications Networks" appeared least often in Part C documents; and (5) Part C documents mentioned culturally diverse and special groups more often than state documents, though the percentage was still very low. The analysis led to eight major conclusions and ten recommendations for the improvement and strengthening of career guidance around the following needs: information exchange; sustained technical assistance; program development, demonstration, and research; guidance personnel development; and the possibilities for facilitating cooperation and coordination among the different administrative units involved in CCGP. (BM)

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AN ANALYSIS OF DOCUMENTS FROM STATE DEPARTMENTS OF EDUCATION RELATING TO COMPREHENSIVE CAREER GUIDANCE PROGRAMS AND OF FY 1974 and 1975 PART C PROJECT DOCUMENTS RELATING TO GUIDANCE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Americans need comprehensive career guidance programs that can help them plan, prepare for, and progress through their careers. Toward this end, the Bureau of Occupational and Adult Education (BOAE) funded this project to review the states' progress in establishing such comprehensive career guidance programs and to review the progress being made through projects funded under Part C (Research) of the Education Amendments of 1968. The findings described and the recommendations reported in this monograph are intended to provide BOAE with information it requires for policy decisions concerning its continuing leadership and support to states that are working to improve their comprehensive career guidance programs.

The many people who contributed to this study and the report of its findings and recommendations deserve mention here. David H. Pritchard provided valuable assistance as project officer from the Division of Research and Demonstration in the Bureau of Occupational and Adult Education. Many state department of education personnel and project directors cooperated by providing the documents for the analysis. In addition, we are indebted to the consultant panel whose work helped provide the criteria for reviewing the documents. Special recognition is due project staff members Louise Vetter, project director, and Robert M. Ransom, Sandra R.

Orletsky, and George A. Wynn. Other Center staff who participated in the project were Judith Kowal, David Harmon, Robert E. Campbell, Harry N. Drier, and Michael S. Black. Mary E. LaBelle was responsible for the careful preparation of the manuscript.

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SUMMARY

There is a recognized need for comprehensive career guidance programs for the citizens of this country in order to aid them in planning, preparing for, and progressing through their careers. The present study, funded by the U.S. Office of Education, Bureau of Occupational and Adult Education (BOAE), provides an analysis of documents prepared by state departments of education and directors of FY 1974 and 1975 projects funded through the Vocational Education Research Program, under Section 131 (a) of Part C of the Vocational Education Act of 1963 as amended, relating to comprehensive career guidance programs. Recommendations to BOAE, related to the Education Amendments of 1976, for facilitating and supporting the planning, development and implementation of comprehensive career guidance programs are provided.

Fifty states and Washington, D.C. were invited to submit documents for the analysis carried out by this study. Thirty-eight Part C project directors were also invited to submit documents. A total of 98 documents were included in the analysis.

Criteria for the components of a comprehensive career guidance program (CCGP) were established with the aid of a consultant panel. A finding from the analysis of the documents was that while none of the documents included all of the components of a comprehensive career guidance program, all of the components were represented in the documents collectively. The components of "Evaluation" and "Goals and Objectives" appeared most often in both state

and Part C Project documents. The components of "Research Provisions" and "Information or Communications Networks Relating to CCGP" appeared least often in the state documents, while the components of "Program Planning and Program Management Procedures for CCGP" and again the "Information or Communications Networks" appeared least often in the FY 1974 and 1975 Part C Project documents.

The Part C documents included mention of Culturally Diverse Groups and Special Groups more often than the state documents. However, the percentage of Part C documents including these concerns was still very low (7 percent, Culturally Diverse Groups; 25 percent, Special Groups).

The document analysis led to the following eight conclusions:

1. Over the eight years since goals, concepts and principles for developing and implementing improved and extended career guidance, counseling and placement programs were recommended through a coordinated series of national and regional conferences, a great deal of progress in planning for and developing components of comprenensive career guidance programs has been made.

2. While there has never been the intention of developing a single model for comprehensive career guidance programs (Gysbers, 1975), it is apparent that many similarities exist across programs, at least as the information appears in print.

3. The authors of the documents reviewed have definitely indicated the need for evaluation of CCGPs. However, descriptions

of ways to evaluate and the rationale for evaluation are not yet in place.

4. References to information or communications networks relating to comprehensive career guidance programs are very sparse. While CCCPs do need to be appropriate for the state or local situation in which they are to be implemented, it is possible that much time and effort could be saved by sharing of available information and substantially increased and continuing technical assistance to planners and developers of CCGPs.

5. References to culturally diverse groups and special groups are also very sparse. This may be an artifact of the eight year period of development cited above in No. 1, as much of the national concern focused on these groups is of fairly recent origin.

6. Since, as was the intent of BOAE, efforts to establish CCGPs have been and are being carried out in a variety of units within state departments of education (pupil personnel services, career education, vocational education), vocational education cannot "go it alone" in the development and establishment of comprehensive career guidance programs.

7. Information on how many comprehensive career guidance programs have been implemented and with what success will have to await additional studies.

8. With the advent of the Education Amendments of 1976, the future of planning, developing, and implementing comprehensive career guidance programs seems to be bright. Title II - "Vocational Education" contains a section (134) on "Vocational Guidance

and Counseling." Title III - "Extensions and Revisions of Other Education Programs" contains two parts related to CCGPs: Part C - "Career Education and Career Development" and Part D - "Guidance and Counseling." However, the appearance of material pertinent to comprehensive career guidance programs in three different places in the legislation again points up the need for coordination of efforts to conceptualize, plan, implement, and evaluate guidance programs that are comprehensive and unified.

Ten recommendations to BOAE for improvement and strengthening of career guidance center around the needs for information exchange; sustained technical assistance; program development, demonstration, and research; guidance personnel development; and the possibilities for facilitating cooperation and coordination among the many administrative units involved in and responsible for contributing to comprehensive career guidance programs. The recommendations are:

1. Strenuous efforts should be made to coordinate the efforts in developing Comprehensive Career Guidance Programs (CCGPs) at the Federal level through the three areas specified in the Education Amendments of 1976 (Vocational Education, Career Education and Career Development, and Guidance and Counseling).

2. All proposals, materials, and reports developed under these three programs should be submitted to a central location (e.g., the ERIC Clearinghouse for Career Education, the ERIC Clearinghouse for Counseling and Personnel Services, the Clearinghouse that will be part of the new National Center for Research in Vocational Education) to permit an analysis and synthesis of progress in developing and establishing CCGPs.

3. A systematic information dissemination and expert technical assistance effort to help both state and local personnel to learn about and effectively utilize information, material, and people resources, would better assure substantial and extensive impact of coordinated program development, demonstration, and applied research results upon career guidance programs generally.

4. Periodic national conferences for teams of persons from each unit within a state department of education responsible for career guidance could lay the ground work for continuous coordination between and among state and Federal efforts in career guidance.

5. Followup conferences in each state could then inform local personnel about the possibilities available for developing and implementing CCGPs.

6. As no one model of a CCGP is being suggested, either through legislation or USOE regulations, it is practicable to use the concept of "readiness" in continuing to work for progressive developing and implementing of CCGPs nationwide. For example, states that are just beginning to develop a plan for a CCGP could meet with consultants who already have been through the beginning stages. States that are further along could meet together to share successes and problems.

7. In-service and pre-service training activities aimed at developing and implementing CCGPs should be supported.

8. More specific attention should be paid to the needs of culturally diverse groups and special groups. Research projects to establish whether different program emphases for these groups evidence greater effectiveness in meeting their needs should be

encouraged. Developmental efforts with strong evaluation components should document the elements of programming that increase effectiveness with these groups.

9. An effort to document the extent of the establishment of comprehensive career guidance programs in the field could be undertaken. It will be possible to obtain limited information on the accomplishments through vocational education sponsorship by means of the yearly "accountability reports" submitted as a result of the Education Amendments of 1976. However, to obtain a complete picture of accomplishments through Vocational Education, and through PL 94-482, Title III "Career Education and Career Development" and "Guidance and Counseling" as well, a major study would need to be conducted.

10. With the information from the comprehensive study suggested in the ninth recommendation above and the information from this review of career guidance documents, priorities for developing and establishing comprehensive career guidance programs could be based securely on the "state of the art" in this country.

AN ANALYSIS OF DOCUMENTS FROM STATE DEPARTMENTS OF EDUCATION RELATING TO COMPREHENSIVE CAREER GUIDANCE PROGRAMS AND OF FY 1974 and 1975 PART C PROJECT DOCUMENTS RELATING TO GUIDANCE

PREFACE

This study was originally intended to be of a much broader scope than that reported in this final report. As originally envisioned, persons from each state department of education who had responsibilities for comprehensive career guidance programming were to have been interviewed so that the progress in planning for and implementing comprehensive career guidance programs could be assessed. Project directors from the 38 projects funded in the area of guidance for FY 1974 and FY 1975, through the Vocational Education Research Program under Section 131 (a) of Part C of the Vocational Education Act of 1963 as amended, also were to have been interviewed.

However, clearance to use a standardized interview schedule could not be obtained. Thus, the information in this report provides an assessment only of the planning done by the states (and that portion of the planning which is printed in published documents) and of the work carried out by the Part C projects that appears in print. Intentions to establish comprehensive career guidance programs are documented, but the extent to which such intentions have been implemented could not be provided.

However, it is hoped by collating and summarizing the materials now in print, a clearer picture of comprehensive career guidance programs is emerging. This information may lead to further work in the area and thus help set the stage for providing the needed comprehensive programming in career guidance for the students of this country.

INTRODUCTION

The Bureau of Occupational and Adult Education (BOAE) has long been involved in program research and material development in the process of providing career guidance to the students of this country. As pointed out by Evans (1976, p. 4), guidance and counseling has been the only item that has appeared regularly as a Federal priority. Additionally, Evans indicates that guidance and counseling seems to be the only priority item that can be said to have developed a theoretical base.

Goals, concepts and principles for developing and implementing improved and extended career guidance, counseling and placement programs were recommended through a coordinated series of national and regional conferences which began in October, 1969 (Gysbers and Pritchard, 1969), and continued in each HEW Region during 1970. In 1971 a project, "Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling and Placement Project," was begun.

A National Training Conference on Career Development Guidance, Counseling and Placement was held January 10-13, 1972 in St. Louis, Missouri. The major goal of the conference was to provide state teams made up of two key state leaders in education with assistance in developing a preliminary state-tailored guide for implementing career guidance, counseling, and placement programs in their respective states.

Other activities of the project included visits by the project staff to units of State Departments of Education and state workshops

and conferences dealing with project concerns; the dissemination of carefully selected, exemplary materials and resources at the Training Conference as well as throughout the duration of the project; tne dissemination of the project newsletter; and visits by key state leaders to the project headquarters for consultative assistance. Two documents were prepared by the staff and consultants: Program Content and Operations Manual; and Elements of an Illustrative Guide for Career Guidance, Counseling and Placement.

As a result of the project, 44 preliminary state guides/models for career guidance, counseling and placement were developed (Gysbers, 1975).

BOAE's vital concern with providing national leadership to state and local educational agencies to assist these agencies in improving their capacities to provide comprehensive systems of guidance, counseling, placement and follow-through has also been reflected in their research priorities. Support has been provided for projects dealing with comprehensive career guidance programs through the Vocational Education Research Program under Section 131 (a) of Part C of the Vocational Education Act of 1963 as amended. For example, in FY 1974 BOAE funded efforts in a number of states to develop components of a comprehensive career guidance program. In FY 1975, the Commissioner authorized the support of development projects that addressed all of the following activities (Federal Register, 1974):

1. Conceptualization, design, and development of comprehensive systems of guidance, counseling, placement, and

follow-through services for all youth and adults at the elementary, secondary, and postsecondary levels.

2. Utilization of existing tested materials and procedures for implementing and field testing a comprehensive system;
3. Development of materials for training educational personnel to operate a comprehensive system; and
4. Development of user guides which help to ensure the transportability of the comprehensive system.

Nineteen projects were funded in FY 1974 and nineteen projects were funded in FY 1975 in the area of career guidance (see Appendix A for a listing of the projects).

This study was designed as a follow-up on all of these guidance priority activities with which BOAE has been concerned in the development of comprehensive career guidance programs. The methodology and results of the study follow, with conclusions and recommendations.

METHODOLOGY FOR DOCUMENT ANALYSIS

This methodology section includes information on (1) the establishment of criteria for comprehensive career guidance programs for use in analyzing the documents, (2) the process used to collect the documents, and (3) the process by which the documents were analyzed.

Criteria for Comprehensive Career Guidance Programs

A consultant panel was established to prepare a set of criteria which would define a comprehensive career guidance program. The panel consisted of:

Dr. Libby Benjamin, Associate Director for User Services, ERIC Counseling and Personnel Services, University of Michigan

Dr. Brooke B. Collison, Counselor Educator, Wichita State University and Co-Chairperson, National Vocational Guidance Association Commission on Criteria for Career Guidance Programs

Dr. Norman C. Gysbers, Counselor Educator, University of Missouri, Columbia and president of The American Personnel and Guidance Association

Ms. Betty E. Knox, Counselor, Millbrook Senior High School, Raleigh, North Carolina and past president of the American School Counselors Association

Dr. John Krumboltz, Center for Advanced Study, Stanford, California and past president, Counseling Psychology Division of the American Psychological Association

Ms. Thelma Lennon, Director, Guidance and Testing, North Carolina State Department of Education and president, National Vocational Guidance Association

Mr. David H. Pritchard, Program Specialist, BOAE.

Dr. Benjamin, Dr. Collison, Ms. Knox, and Ms. Lennon participated in a two-day conference held at CVE. Dr. Gysbers, Dr. Krumboltz, and Mr. Pritchard provided input by mail and telephone.

Eleven components were identified that were felt to be essential components of a comprehensive career guidance program (CCGP). In addition to the eleven components, the panel identified three other areas of concern: definitions, educational levels, and provisions for special populations.

It was felt that any CCGP should have an agreed upon set of terms used in designing and thus to describe the program effort. Additionally, a comprehensive program should be using a theoretical framework of career development which includes, but is not limited to, educational development, occupational development, personal (self) development, interpersonal development and leisure development.

A CCGP would include all the educational levels for which a sponsoring unit is responsible. Thus, if a state agency were responsible for kindergarten through adult programming, then the CCGP

for the agency should encompass all those levels. If an agency conducting a Part C project were responsible for 7-12 programming, then their CCGP design should encompass those levels.

It was felt that a CCGP also should be designed to meet the needs of culturally diverse groups and special groups that are a part of the sponsoring unit's population. Culturally diverse groups include American Indians or Alaskan Natives; Asians or Pacific Islanders; Blacks, not of Hispanic origin, and Hispanics. Special groups include: disadvantaged, gifted, handicapped, migrant, women, ex-offenders, student dropouts, veterans, urban populations, and rural populations.

The following eleven criteria were designated as essential components of a CCGP:

I. Student (Client Population) Needs Assessment

A. A formalized, systematic process at the state or local level, including steps to collect, record, tabulate, and interpret data that will be used to formulate program goals and objectives for meeting student (client population) needs

B. Specification of who is to be assessed to determine student (client population) needs

1. Potential students, students, and former students
2. Parents
3. Community/business and industry
4. Faculty/staff

II. Resource Assessment

A. A systematic process for identifying resources currently available to the CCGP for use in the program

1. Procedures, methods, techniques
2. Materials (printed, otner media, computer software, bibliographies)
3. Space (any place available in the school or community)
4. Equipment (any materials, items or objects appropriate for CCGP)
5. Professional staff competencies
6. People, services, and agencies (community, professional, business and industry; parents; and students)
7. Funds
8. Record of available resources

III. Goals and Objectives

A. A systematic process for deriving program goals from needs and resource assessment data

B. A systematic process for prioritizing program goals

C. A systematic process for deriving behavioral objectives (specification of criterion levels for effectiveness indicators) from program goals

IV. Personnel Utilization and Development

A. Provision for utilization of staff skills and competencies (may be a differentiated or a generalist staffing pattern or a combination of the two)

B. Provision for continued staff development

1. Based on information from student (client population) needs assessment and/or faculty/staff competency needs
2. For counselors
3. For other school personnel, e.g., teachers, administrators, and paraprofessionals

C. Provision for who will do continued staff development (e.g., state department, consultants, counselor educators, local staff)

D. Provision for collaboration with and suggested input for preservice counselor education programs (state level CCGP only)

V. Acquisition or Development of Materials, Methods, Procedures, and Techniques for Students (Client Population)

A. Provision for acquiring new materials, methods, procedures, and techniques necessary for reaching behavioral objectives derived from needs and resource assessments

B. Provision for developing new materials, methods, procedures, and techniques necessary for reaching behavioral objectives derived from needs and resource assessments

C. Provision in products indicated in A and B for future orientation (obtained from expert sources, not done by program personnel) in terms of occupations, human relationships, leisure, education, technology

VI. Placement

A. An organized system of developing, providing, and accounting for services to the populations designated by the program that result in placement in

1. Paid employment positions
2. Volunteer (unpaid) employment positions
3. Short-term or long-term experiences through 1 or 2 above)
4. Educational institutions, or other sources of training

B. Provision for specially adapted placement services for groups with special needs (see earlier definition of special groups)

VII. Follow-Through

A. Provision for face-to-face, verbal, and written communication between the individuals in the designated client populations and guidance providers following program efforts and/or after client leaves institution providing program

VIII. Research Provisions

A. Provisions for at least one of the five types of research

1. Applied development - process of providing products (materials, methods, techniques) to meet perceived problems
2. Historical - review and synthesis
3. Descriptive - survey, correlational, demographic

4. Quasi-experimental - approximation of experimentation; typically does not employ controls and/or randomization techniques

5. Experimental - use of control groups, randomization, and manipulation of variables

IX. Information or Communications Networks Relating to CCGP

A. Provision for feed-forward and feed-back (including joint planning and operational procedures) between and among client-serving agencies

B. Provision for feed-forward and feed-back (including joint planning and operational procedures) between and among units within client-serving agencies

X. Program Planning and Program Management Procedures for CCGP (Procedural Plan)

A. Provision for establishing program planning and program management procedures for CCGP

XI. Evaluation

A. Provision for

1. Evaluation of program goals

2. Evaluation of extent of achievement of behavioral objectives

3. Dissemination of evaluation results to relevant groups

4. Utilization of evaluation results for program planning, program decision making, and program modification

Document Acquisition

In March, 1976, letters were sent to one contact person in each state department of education requesting state CCGP plans, if such were available. The person contacted in 43 of the states and Washington, D.C. was the person listed as the contact person for the "Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling and Placement" project (University of Missouri, 1971). In the other states, persons listed in a directory of state guidance personnel were contacted.

Letters were also sent to the directors of the Part C projects, as listed on the abstracts prepared for BOAE, telling about this study and requesting reports when the Part C projects were completed.

In March and April, 1977, telephone calls were made to all state contact persons and Part C project directors to request documents which had become available since the first contact was made.

The state-level work relating to CCGPs was located in a variety of units within the state departments; i.e., pupil personnel services, career education, or guidance unit within the vocational education unit. Table 1 shows the number and types of documents received for review in this study.

Document Analysis

Ninety-eight documents (approximately 7000 pages) were analyzed by means of a structured form (see bibliography of documents reviewed for this study in Appendix B). The form listed the following items:

Table 1. Number and Types of Documents Received for Review

TYPE	N	TOTALS
Career Guidance State Plan	26	
Career Education State Plan	19	
Total State Plans		45
Career Guidance Materials	6	
Career Education Materials	17	
Vocational Education Materials	2	
Total State Materials		25
Part C Project Reports	21	
Part C Materials/Products	7	
Total Part C Documents		28
Total Documents Reviewed		98

Components of a Comprehensive Career Guidance Program

1. Student (Client Population) Needs Assessment
2. Resource Assessment
3. Goals and Objectives
4. Personnel Utilization and Development
5. Acquisition or Development of Materials, Methods, Procedures, and Techniques for Students (Client Population)
6. Placement
7. Follow-through
8. Research Provisions
9. Information or Communications Networks Relating to CCGP
10. Program Planning and Program Management Procedures for CCGP (Procedural Plan)
11. Evaluation

Areas of Concern

1. Educational Levels
2. Culturally Diverse Groups
3. Special Groups

Career Guidance Areas

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Planning/Decision Making
5. Interest, Values, Attitude Inventories
6. Ability, Aptitude and Competency Testing
7. Occupational Information
8. Labor Market Information

The presence or absence of each of the items specified above was recorded according to the following scale:

A. No Mention

B. Some Mention

At least a sentence relating to the item under consideration. A general statement with no specifics mentioned (e.g., placement is important--no further discussion).

C. Extensive Mention

"How to" provided. Component or item specifically described at length (e.g., Placement can be done in the following ways--a, b, c, d, and so forth).

D. Rationale Provided

Statements about the necessity for the component or item, the purposes to be accomplished and/or the theoretical basis for inclusion.

The results of the document analysis are reported in the next section.

RESULTS

Table 2 provides a summary of the analysis of all 98 documents reviewed. Appendix C provides more specific results from documents in each of the categories reviewed (Career Guidance State Plans, Career Education State Plans, Related State Career Guidance Documents, Related State Career Education Documents, Related State Vocational Education Documents, Part C Project Reports, and Part C Project Materials and Products). The reader is reminded that the category scale used to record the appearance of career guidance items in the document is: A-No Mention; B-Some Mention; C-Extensive Mention; and D-Rationale Provided.

The discussion of the state documents below is followed by the discussion of Part C Project documents. Conclusions and recommendations are reported in the next section of this report.

State Documents

Having a process for assessing student needs in order to formulate program goals and objectives, was one of the main components considered essential for a CCGP by the consultant panel. The review of state documents indicates that over one-half (54 percent) of the states concur with this need and consider some form of "Needs Assessment" important for a CCGP. Twenty percent of these state documents included some specifics as to the rationale for and how a systematic needs assessment would be conducted. However, most (71 percent) of the documents did not include any concern for having a systematic process of identifying "Needed

Table 2. Numbers and Percents of State and Part C Documents Indicating Specific Career Guidance Items

ITEMS	State Documents N = 70								Part C Documents N = 28							
	A[1]		B		C		D		A		B		C		D	
	N	%*	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Needs Assessment	32	46	24	34	7	10	7	10	15	54	11	39	2	07	0	
Resource Assessment	50	71	16	23	4	06	0		25	89	3	11	0		0	
Goals and Objectives	18	26	36	51	11	16	5	07	9	32	15	54	4	14	0	
Personnel Utilization and Development	30	43	31	44	8	11	1	01	14	50	13	46	1	04	0	
Acquisition or Development of Materials, Procedures and Techniques	44	63	18	26	7	10	1	01	13	46	14	50	1	04	0	
Placement	32	46	31	44	6	09	1	01	14	50	13	46	0		1	04
Follow-Through	51	73	16	23	2	03	1	01	14	50	13	46	1	04	0	
Research Provisions	67	96	2	03	1	01	0		25	89	3	11	0		0	
Information or Communications Networks Relating to CCGP	63	90	7	10	0		0		26	93	2	07	0		0	
Program Planning and Program Management Procedures for CCGP	53	76	10	14	5	07	2	03	27	96	1	04	0		0	
Evaluation	17	24	42	60	8	11	3	04	5	18	19	68	4	14	0	
Culturally Diverse Groups	67	96	3	04	0		0		26	93	2	07	0		0	
Special Groups	58	83	10	10	2	03	3	04	21	75	3	11	4	14	0	
Self Awareness	23	33	33	47	13	19	1	01	21	75	7	25	0		0	
Career Awareness	25	36	34	49	10	14	1	01	22	79	6	21	0		0	
Career Exploration	29	41	34	49	6	09	1	01	21	75	6	21	1	04	0	
Career Planning/Decision Making	22	31	37	53	9	13	2	03	16	57	11	39	1	04	0	
Interest, Values, Attitude Testing	55	79	13	19	2	03	0		26	93	2	07	0		0	
Ability, Aptitude, and Competency Testing	60	86	8	11	2	03	0		27	96	1	04	0		0	
Occupational Information	48	69	19	27	3	04	0		18	64	10	36	0		0	
Labor Market Information	68	97	1	01	1	01	0		28	1.00	0		0		0	

[1]A = No Mention
B = Some Mention
C = Extensive Mention
D = Rationale Provided

*Total percentages may not equal 100% due to rounding error

Resources" for the CCGP. Concerning the "Goals and Objectives" component, 74 percent of the documents included a mention of the component, but only 23 percent of the 74 percent included any specifics as to how goals and objectives would be established for the CCGP.

Of the state documents reviewed, over half (56 percent) included some provisions for "Utilization of Staff Skills, Competencies, and Continued Staff Development." However, 44 percent were in the "B" category and offered no specific plans for how this component would be implemented within the CCGP. Over one-half (63 percent) of the documents did not mention the component of "Acquisition or Development of Materials, Procedures, and Techniques." Of the remaining 37 percent that did include this component, 26 percent were classified under the "B" category (some mention, no specifics).

The establishment of some form of systematic placement and follow-through services were also considered essential components of a CCGP by the consultant panel. However, from the review of state documents, it seems that most states do not include the need for these components in their documents. Concerning "Placement" services, 46 percent of the documents made no mention (category "A"), with another 44 percent only generally (category "B") expressing concern for the component. Nine percent of the documents included specific outlines for setting up the placement component and one (1 percent) document provided a rationale for the necessity of having a placement component in the comprehensive career guidance program.

A lack of documented concern for providing "Follow-Through Services" was also indicated in the state documents reviewed. Seventy-three percent of the documents had no mention of this component at all. Of the remaining 27 percent, 23 percent only generally mentioned ("B" category) the component. Additionally, it must be noted that over one-half of the documents that mentioned the component, ("N" category, 23 percent) included information that related to providing only follow-up services, and not follow-through services as defined by this study (see page 12) for a more complete definition of follow-through).

Over ninety percent of the state documents reviewed included no mention concerning the components of "Research Provisions" (96 percent) and "Information or Community Network Relating to CCGP" (90 percent). The component of "Program Planning and Program Management Procedures for CCGP" was only considered in 24 percent of the documents. Of the 24 percent, 14 percent included only general mention. The remaining 76 percent did not reflect concern for this component in their documents.

The component of evaluation received the most positive consideration in the state documents reviewed (76 percent). Sixty percent indicated some general mention, with 11 percent including specifics as to how the evaluation would be carried out, and the remaining 4 percent providing a rationale for its inclusion.

While a considerable amount of attention was placed on the need for comprehensive career guidance programs to meet the needs of "culturally diverse groups" and "special populations,"--by both

the consultant panel and reports in the recent literature--the analysis indicates that the state documents do not address this concern. It may be that it is necessary for the process of developing and implementing CCGPs to be learned first, before focus can be placed in areas of special concern.

An overwhelming majority of the documents did not mention either culturally diverse groups (96 percent) or special populations (83 percent). Of the three documents that did mention (all in the "B" category) culturally diverse groups, those mentioned were American Indians (1), and Black, not of Hispanic origin (3). Seventeen percent of the documents included some concern for the needs of special populations. The special populations mentioned included disadvantaged (5), handicapped (10), women (2), student dropouts (5), retirees (1), and rural populations(1).

As stated earlier, it was generally felt that a complete "comprehensive career guidance program" should indicate the different educational level(s) that the program is intended to serve. Therefore one of the first tasks in the review of the documents was to determine if they included any explicit or implicit information pertaining to what educational level(s) the program was intended to serve. The following is a breakdown of the different educational levels served as reported in the state documents reviewed.

Educational Level	N
Kindergarten through adult	19
Kindergarten through 12th grade	25
7th grade through 12th grade	7
9th grade through 12th grade	1

Each document received was also reviewed for its inclusion or exclusion of a number of "career guidance areas" that were deemed necessary for a complete comprehensive career guidance program by the consultant panel and the project staff (see page 16 for a complete list of the career guidance areas). The following is a summary of the results of the documents reviewed concerning these "career guidance areas."

Career guidance areas, including "Self Awareness", "Career Awareness", "Career Exploration", and "Career Planning/Decision Making", were all considered essential components within the CCG program documents reviewed. Sixty-seven percent of the documents included "Self Awareness" with 19 percent of these providing extensive indications as to how the component could be implemented ("C" category). "Career Awareness" was also heavily included, with 49 percent general mention and 14 percent extensive mention. The "Career Exploration" area received the least amount of concern of the four, with 41 percent of the documents having no mention at all. Over two-thirds (69 percent) of the documents indicated some concern for the "Career Planning/Decision Making" area within the comprehensive career guidance program.

The four remaining career guidance areas, "Interest, Values, Attitude Testing", Ability, Aptitude and Competency Testing", "Occupational Information", and "Labor Market Information", all received minimal concern in the documents reviewed. Over two-thirds, and in some cases three-fourths (79 percent, 86 percent, 69 percent, and 97 percent, respectively), of the documents made no mention of the areas at all.

Part C Project Documents

The same procedures were employed in acquiring and reviewing the Part C project documents as were employed in the state documents (see page 14). Twenty-eight (28) Part C documents--in the form of final reports, materials, and/or products--were reviewed by this project. A number of the Part C projects were in various stages of preparing their final reports and offered to forward a copy once they had been completed. Unfortunately, we were unable to include them in this analysis because of time constraints. The following is a discussion of the results of the analysis of the Part C documents.

As pointed out on pages 5 and 6, Part C projects could have been funded to develop components of a CCGP; to conceptualize, design and develop a comprehensive system; to implement and field test a comprehensive system; to develop training materials; or to develop user guides. Thus, a wide variety of approaches were appropriate to propose and have funded.

"Evaluation" was the essential component of a CCGP that appeared most often in the Part C documents analyzed. Over three-fourths (82 percent) of the Part C documents included some form of evaluation, with 68 percent being in the "B" category (general mention) and the remaining 14 percent being in the "C" category (extensive mention).

Having some process for deriving "Goals and Objectives" was reflected in 68 percent of the documents reviewed. However, 54 percent of these were only general mention ("B" category).

The component of "Acquisition or Development of Materials, Procedures, and Techniques" had 50 percent general mention and four percent extensive mention. "Personnel Utilization and Development" received 46 percent general mention, with four percent falling in the "C" category (extensive mention).

The components of "Placement" and "Follow-Through" were represented equally in terms of general mention (46 percent in the "B" category). The only difference between the two components was that concerning "Placement," the documents provided a rationale in four percent of the cases; whereas, for "Follow-Through," four percent provided specifics for implementing the component.

Thirty-nine percent of the documents provided general mention of the "Needs Assessment" component, with seven percent of the documents providing specifics for implementing the component.

The remaining four essential components of a CCGP were not highly represented in the Part C documents. Only 11 percent of the documents included general mention of the "Resource Assessment" component and of the "Research Provisions" component. Seven percent of the documents included general mention of the "Information or Communication Network Relating to CCGP" component and four percent of the documents included general mention of the "Program Planning and Program Management Procedures for CCGP" component. None of these four essential components were represented in the documents by extensive mention (Category "C") or by having a rationale provided (Category "D").

Again, information relating to the concerns of "Culturally Diverse Groups" and "Special Groups" was not widely included in the documents from Part C projects reviewed. Twenty-five percent included mentions of "Special Groups" and only seven percent of the documents included mention of "Culturally Diverse Groups." Black, not of Hispanic origin (three mentions) was the only culturally diverse group mentioned in the documents. Special groups mentioned included Disadvantaged (3), Women (3), Handicapped (2), Student Dropouts (2), Veterans (1), Retirees (1) and Rural Populations (1).

All Part C documents were also reviewed for any information pertaining to the different educational levels served by the projects. Only 13 of the 28 documents provided this information. The different educational levels included, kindergarten through adult (1), kindergarten through 12th (1), 7th grade through 12th grade (6), 9th grade through adult (4), and one at the 12th grade level only.

The "career guidance areas" of "Self Awareness", "Career Awareness", "Career Exploration" and "Career Planning/Decision Making" received minimal mention in the documents reviewed. Seventy-five percent of the documents made no mention of the "Self Awareness" component and the remaining 25 percent only indicated general concern (category"B"). Seventy-nine percent of the documents included no mention of "Career Awareness" with the remaining 21 percent being general mention only. "Career Exploration" received 21 percent general mention and four percent extensive

mention, leaving the other 75 percent no mention. The "Career Planning/Decision Making" component received the highest mention of the four areas with 57 percent no mention, 39 percent general mention, and four percent extensive mention.

The Part C documents also reflected minimal mention of the last four "career guidance areas," ("Interest, Values, Attitudes Testing", "Ability, Aptitude and Competency Testing", "Occupational Information", and "Labor Market Information"). The "Interest, Values, Attitudes Testing" component only received a total of four percent general mention. The "Occupational Information" component did receive 36 percent mention; however, it was all under the general mention category. One hundred percent (100 percent) of the documents received failed to indicate any concern for the "Labor Market Information" area.

Summary

The major finding of the analysis of the documents was that while none of the documents included all of the components of a comprehensive career guidance program, all of the components were represented in the documents collectively. The components of "Evaluation" and "Goals and Objectives" appeared most often in both state and Part C Project documents. The components of "Research Provisions" and "Information or Communications Networks Relating to CCGP" appeared least often in the state documents, while the components of "Program Planning and Program Management Procedures for CCGP" and again the "Information or Communications Networks" appeared least often in the Part C Project documents.

The Part C documents included mention of Culturally Diverse Groups and Special Groups more often than the state documents. However, the percentage of Part C documents including these concerns was still very low (7 percent, Culturally Diverse Groups; 25 percent, Special Groups).

Seven of the eight career guidance areas appeared more often in the state documents than in the Part C Project documents. The areas were Self Awareness; Career Awareness; Career Exploration; Career Planning/Decision Making; Interest, Values, Attitude Testing; Ability, Aptitude, and Competency Testing; and Labor Market Information. Only the career guidance area of Occupational Information appeared more often in Part C Project documents than in state documents.

CONCLUSIONS AND RECOMMENDATIONS

This report is based solely on the 98 documents describing progress toward the planning and establishment of comprehensive career guidance programs (CCGPs) by state departments of education and the contributions to CCGPs made by individual Part C Projects reviewed for tnis study. Even through this limited source of information, it is apparent that much thought, care, and concern for career guidance for the students of this country is being displayed.

Conclusions

1. Over the eight years since the first national conference in 1969 (see page 4), a great deal of progress in planning for and developing components of comprehensive career guidance programs has been made.

2. While there has never been the intention of developing a single model for comprehensive career guidance programs (Gysbers, 1975, it is apparent that many similarities exist across programs, at least as the information appears in print.

3. The authors of the documents reviewed have definitely indicated the need for evaluation of CCGPs. However, descriptions of ways to evaluate and the rationale for evaluation are not yet in place.

4. References to information or communications networks relating to comprehensive career guidance programs are very sparse. While CCGPs do need to be appropriate for the state or local situation in which they are to be implemented, it is possible that much time and effort could be saved by sharing of available information and substantially increased and continuing technical assistance to planners and developers of CCGPs.

5. References to culturally diverse groups and special groups are also very sparse. This may be an artifact of the eight year period of development cited above in No. 1, as much of the national concern focused on these groups is of fairly recent origin.

6. Since, as was the intent of BOAE, efforts to establish CCGPs have been and are being carried out in a variety of units within state departments of education (pupil personnel services, career education, vocational education), vocational education cannot "go it alone" in the development and establishment of comprenensive career guidance programs.

7. Information on how many comprehensive career guidance programs have been implemented and with what success will have to await additional studies.

8. With the advent of the Education Amendments of 1976, the future of planning, developing, and implementing comprehensive career guidance programs seems to be bright. Title II - "Vocational Education" contains a section (134) on "Vocational Guidance and Counseling." Title III - "Extensions and Revisions of Other Education Programs" contains two parts related to CCGPs: Part C - "Career Education and Career Development" and Part D - "Guidance and Counseling." However, the appearance of material pertinent to comprehensive career guidance programs in three different places in the legislation again points up the need for coordination of efforts to conceptualize, plan, implement, and evaluate guidance programs that are comprehensive and unified.

Recommendations

1. Strenuous efforts should be made to coordinate the efforts in developing Comprehensive Career Guidance Programs (CCGPs) at the Federal level through the three areas specified in the Education Amendments of 1976 (Vocational Education, Career Education and Career Development, and Guidance and Counseling).

2. All proposals, materials, and reports developed under these three programs should be submitted to a central location (e.g., the ERIC Clearinghouse for Career Education, the ERIC Clearinghouse for Counseling and Personnel Services, the Clearinghouse that will be part of the new National Center for Research in Vocational Education) to permit an analysis and synthesis of progress in developing and establishing CCGPs.

3. A systematic information dissemination and expert technical assistance effort to help both state and local personnel to learn about and effectively utilize information, material, and people resources, would better assure substantial and extensive impact of coordinated program development demonstration, and applied research results upon career guidance programs generally.

4. Periodic national conferences for teams of persons from each unit within a state department of education responsible for career guidance could lay the groundwork for continuous coordination between and among state and Federal efforts within career guidance.

5. Followup conferences in each state could then inform local personnel about the possibilities available for developing and implementing CCGPs.

6. As no one model of a CCGP is being suggested, either through legislation or USOE regulations, it is practicable to use the concept of "readiness" in continuing to work for progressive developing and implementing of CCGPs nationwide. For example, states that are just beginning to develop a plan for a CCGP could meet with consultants who already have been through the beginning stages. States that are further along could meet together to share successes and problems.

7. In-service and pre-service training activities aimed at developing and implementing CCGPs should be supported.

8. More specific attention should be paid to the needs of culturally diverse groups and special groups. Research projects to establish whether different program emphases for these groups evidence greater effectivneess in meeting their needs should be encouraged. Developmental efforts with strong evaluation components should document the elements of programming that increase effectiveness with these groups.

9. An effort to document the extent of the implementation of comprehensive career guidance programs in the field could be undertaken. It will be possible to obtain limited information on the accomplishments through vocational education sponsorship by means of the yearly "accountability reports" submitted as a result of the Education Amendments of 1976. However, to obtain a complete picture of accomplishments through Vocational Education, and through PL 94-482, Title III "Career Education and Career Development" and "Guidance and Counseling" as well, a major study would need to be conducted.

10. With the information from the comprehensive study suggested in the ninth recommendation above and the information from this review of career guidance documents, priorities for developing and establishing comprehensive career guidance programs could be based securely on the "state of the art" in this country.

Summary

Congress has recognized the importance of comprehensive career guidance programs. State departments of education and Part C project directors have produced documents attesting to planning and development effort. Implementation of comprehensive career guidance programs to aid all individuals in attaining optimal career development should be the goal.

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Part C Project Regulations. Federal Register, Vol. 39, No. 199--Friday, October 11, 1974, p. 36593.

APPENDIX A

Listing of Part C Projects Relating to Guidance for FY 1974 and FY 1975

PART C PROJECTS 1974-1975

John D. Alcorn, Project Director
Career Counseling and Placement Project
University of Southern Mississippi
Hattiesburg, Mississippi 39401

Don B. Croft, Project Director
Improving and Evaluating Guidance and Counseling Services for Economically Disadvantaged College Students
New Mexico State University
Las Cruces, New Mexico 88003

Keith Stover, Project Director
Research and Development for A State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates
State Division of Vocational-Technical Education
Pierre, South Dakota 57501

James M. Seals, Project Director
Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education
Oklahoma State University
Stillwater, Oklahoma 74074

Grant Venn, Project Director
Development of a Career Planning Guide for Students
Georgia State University
Atlanta, Georgia 30303

Charles W. Dayton (Brian Jones), Project Director
A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up
American Institute for Research
Palo Alto, California 94302

Laurie R. Harrison, Project Director
Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women
San Jose Unified School District
San Jose, California 95114

Alan R. Campbell, Project Director
Project ACT-Awareness, Careers, and Transition
Dexter Regional Vocational-Technical Center
Dexter, Maine 04930

PART C PROJECTS CONTINUED 1974-1975

Richard Wysong, Project Director
Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups
Indiana State Board of Vocational and Technical Education
Northern Regional Service Center
635 South Main Street
South Bend, Indiana 46601

William E. Stock, Project Director
Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System
Minnesota State Department of Education
St. Paul, Minnesota 55101

Richard A. Gustafson, Project Director
The New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services
Keene State College
Keene, New Hampshire 03431

Jim Dasher, Project Director
A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up
Arkansas Department of Education
Little Rock, Arkansas 72201

JoAnn Harris-Bowlsbey, Project Director
DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System
Northern Illinois University
Dekalb, Illinois 60115

Byrl R. Shoemaker, Project Director
Supportive Vocational Education Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System
Ohio State Department of Education
Columbus, Ohio 43215

Merle E. Strong, Project Director
Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System
Board of Regents of the University of Wisconsin System
Madison, Wisconsin 53706

James E. Bottoms, Project Director
A Needs Based Vocational Guidance Program
Georgia State Department of Education
Atlanta, Georgia 30334

Benjamin Shimberg, Project Director
Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs
Educational Testing Service
Princeton, New Jersey 08540

Mrs. Theresa W. Hood, Project Director
Operational Blueprint for Health Careers Education and Training Program
D.C. Public Schools
Department of Career Development
Washington, D.C.

George H. Washburn, Project Director
Guidance, Counseling, Placement and Follow-up Services Project
The Independent School District of Boise City
Boise, Idaho 83702

PART C PROJECTS - 1975-1976

Dr. Marla Peterson, Project Director
Personalized Approach to Guidance Excellence
Eastern Illinois University
Charleston, Illinois 61920

Ray A. Cook, Project Director
A Research and Pilot Implementation Proposal to Identify and Provide Experience Options for General Students
Bureau of Vocational Education
Department of Education and Cultural Services
Augusta, Maine 04330

Dr. Anne Upton, Project Director
Model for Collection, Synthesis, Dissemination and Infusion of Career Guidance Exemplary Practices
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Mr. Roger Vincent, Project Director
A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils
Center for Career and Vocational Teacher Education
Western Kentucky University
Bowling Green, Kentucky 42101

Dolores Pospesel and William E. Stock, Project Directors
A Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local State System, Phase II
Minnesota Department of Education
Division of Vocational-Technical Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

George Lulos, Project Director
Cooperative Research and Development of Comprehensive Coordinated Curriculum Installation and Guidance, Counseling, Placement, and Follow-Through Services With an Emphasis on Special Needs Students
New Jersey State Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

PART C PROJECTS CONTINUED 1975-1976

Dr. Paul Vail, Project Director
The Conceptualization, Development and Implementation
of a Comprehensive Guidance Model
Georgia State Board of Education
Office of Adult and Vocational Education
State Office Building, Room 309
Atlanta, Georgia 30334

John R. Kupferer and Ray Lambert, Project Directors
A Unified School-Community Approach to Remodel
Guidance Placement and Follow-Up
Mill River High School
Box 6
North Clarendon, Vermont 05602

Dr. Michael L. Rask
Board of Control for Vocational Education
Career Resource Center Development
Department of Education
P.O. Box DE
Agana, Guam 96910

Alva E. Mallory, Project Director
Genesee Regional Approach to Systematic Placement (GRASP)
Genesee Intermediate School District
Vocational Education and Career Development Services
2413 W. Maple Avenue
Flint, Michigan 48507

Dr. Merle Strong, Project Director
A Comprehensive Career Guidance, Counseling, Placement,
and Follow-Through System for Rural (small) schools
Center for Studies in Vocational and Technical Education
University of Wisconsin
Madison, Wisconsin 53706

Patricia R. Allen, Project Director
Youth Career Action Center
Edenwald-Gun Hill Neighborhood Center
Box 235
Bronx, New York 10467

Howard Webb, Project Director
Grand Forks Area Counseling and Placement Program (CAPP)
Grand Forks Public School System
Grand Forks, North Dakota 58201

PART C PROJECTS CONTINUED 1975-1976

R. Courtney Riley, Project Director
Assessment of Career Planning, Guidance, Counseling, Placement and Student Follow-Through Systems
Nevada State Department of Education
400 West King Street
Carson City, Nevada 89701

Dr. Walter Stein, Project Director
A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools
Northern Michigan University
School of Education
Marquette, Michigan 49855

Dr. Gelatt, Project Director
National Consortium for Research on Competency-Based Staff Development in Comprehensive Career Guidance, Counseling, Placement, and Follow-Through
American Institutes for Research Youth Development
Research Program
P.O. Box 1113
Palo Alto, California 94302

Dr. Thomas E. Hipple, Project Director
Comprehensive System of Guidance, Counseling, Placement and Follow-Through for Persons at All Levels of Education for Idaho
College of Education
University of Idaho
Moscow, Idaho 83843

Harry N. Drier, Jr., Project Director
A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools
The Ohio State University
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Dr. JoAnn Harris-Bowlsbey, Project Director
DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System
Western Maryland College
Department of Education
Westminster, Maryland 21157

APPENDIX B

Bibliography of Documents Reviewed for this Study

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APPENDIX C

Tables of Findings for State Plan Documents, Related State Guidance Documents, and Part C Project Reports, Materials and Products

Table C-1. Career Guidance Items Indicated in State Plan Documents

	Career Guidance State Plans				Career Education State Plans			
ITEMS	A[1]	B	C	D	A	B	C	D
Needs Assessment	8	7	6	5	7	10	0	2
Resource Assessment	15	8	3	0	12	6	1	0
Goals and Objectives	4	14	5	3	5	11	1	2
Personnel Utilization and Development	11	11	4	0	6	9	3	1
Acquisition or Development of Materials, Procedures and Techniques	15	8	2	1	14	3	2	0
Placement	6	19	5	1	14	4	1	0
Follow-Through	15	8	2▭	1▭	15	4▭	0	0
Research Provisions	24	1	1	0	18	1	0	0
Information or Communications Networks Relating to CCGP	22	4	0	0	17	2	0	0
Program Planning and Program Management Procedures for CCGP (Procedural Plan)	16	6	2	2	13	3	3	0
Evaluation	3	18	3	2	4	12	2	1
Culturally Diverse Groups	24	3*	0	0	18	1*	0	0
Special Groups	20	8Δ	2Δ	3Δ	17	4Δ	0	0
Self Awareness	2	17	6	1	8	8	3	0
Career Awareness	3	17	5	1	7	10	2	0
Career Exploration	4	19	2	1	10	6	3	0
Career Planning/Decision Making	2	18	5	1	7	9	2	1
Interest, Values, Attitude Inventories	15	9	2	0	18	1	0	0
Ability, Aptitude and Competency Testing	17	7	2	0	19	0	0	0
Occupational Information	11	14	1	0	16	2	1	0
Labor Market Information	23	1	1	0	19	0	0	0

▭ - Follow-Through - See definition on page 12

* - Culturally Diverse Groups - See definition on page 9

Δ - Special Groups - See definition on page 9

[1]A = No Mention
B = Some Mention
C = Extensive Mention
D = Rationale Provided

Table C-2. Career Guidance Items Indicated In Related State Guidance Documents

ITEMS	Career Guidance				Career Education				Vocational Education			
	A[1]	B	C	D	A	B	C	D	A	B	C	D
Needs Assessment	5	0	1	0	11	6	0	0	1	1	0	0
Resource Assessment	6	0	0	0	15	2	0	0	2	0	0	0
Goals and Objectives	2	4	0	0	6	7	4	0	1	0	1	0
Personnal Utilization & Development	3	3	0	0	10	6	1	0	0	2	0	0
Acquisition or Deveoo-ment of Materials, Procedures and Techniques	4	0	2	0	10	6	1	0	1	1	0	0
Placement	4	2	0	0	8	9	0	0	0	2	0	0
Follow-Through	5	1▭	0	0	14	3▭	0	0	2	0	0	0
Research Provisions	6	0	0	0	17	0	0	0	2	0	0	0
Information or Com-munications Networks Related to CCGP	6	0	0	0	16	1	0	0	2	0	0	0
Program Planning & Pro-gram Management Pro-cedures for CCGP	6	0	0	0	17	0	0	0	1	1	0	0
Evaluation	3	3	0	0	6	8	3	0	1	1	0	0
Culturally Diverse Groups	6	0	0	0	17	0	0	0	2	0	0	0
Special Groups	4	5Δ	0	0	16	1Δ	0	0	1	1Δ	0	0
Self Awareness	4	1	1	0	9	6	2	0	0	1	1	0
Career Awareness	5	1	0	0	9	6	2	0	1	0	1	0
Career Exploration	5	1	0	0	9	7	1	0	1	1	0	0
Career Planning/ Decision Making	5	1	0	0	8	8	1	0	0	1	1	0
Interest, Values, At-Titude Inventories	6	0	0	0	14	3	0	0	2	0	0	0
Ability, Aptitude & Competency Testing	6	0	0	0	16	1	0	0	2	0	0	0
Occupational Information	5	1	0	0	15	1	1	0	1	1	0	0
Labor Market Information	6	0	0	0	17	0	0	0	2	0	0	0

▭ - Follow-Through - See definition on page 12

Δ - Special Groups - See definition on page 9

[1]A = No Mention
B = Some Mention
C = Extensive Mention
D = Rationale Provided

Table C-3. Career Guidance Items Indicated In Part C Project Reports, Materials, and Products

	Part C Reports				Part C-Materials/Products			
ITEMS	A[1]	B	C	D	A	B	C	D
Needs Assessment	11	8	2	0	4	3	0	0
Resource Assessment	18	3	0	0	7	0	0	0
Goals and Objectives	6	12	3	0	3	3	1	0
Personnel Utilization and Development	9	12	0	0	5	1	1	0
Acquisition or Development of Materials Procedures, and Techniques	11	9	1	0	2	5	0	0
Placement	10	10	0	1	4	3	0	0
Follow-Through	9	11▭	1	0	5	2▭	0	0
Research Provisions	18	3	0	0	7	0	0	0
Information or Communications Networks Relating to CCGP's	19	2	0	0	7	0	0	0
Program Planning and Program Management Procedures for CCGP's	20	1	0	0	7	0	0	0
Evaluation	3	15	3	0	2	4	1	0
Culturally Diverse Groups	19	3*	0	0	7	0	0	0
Special Groups	15	5Δ	7Δ	0	6	1Δ	0	0
Self Awareness	15	6	0	0	6	1	0	0
Career Awareness	15	6	0	0	7	0	0	0
Career Exploration	16	5	0	0	5	1	1	0
Career Planning/Decision Making	11	10	0	0	5	1	1	0
Interest, Values, Attitude Inventories	19	2	0	0	7	0	0	0
Ability, Aptitude and Competency Testing	20	1	0	0	7	0	0	0
Occupational Information	13	8	0	0	5	2	0	0
Labor Market Information	21	0	0	0	7	0	0	0

▭ - Follow-Through - See definition on page 12

* - Culturally Diverse Groups - See definition on page 9

Δ - Special Groups - See definition on page 9

[1]A = No Mention
B = Some Mention
C = Extensive Mention
D = Rationale Provided